

Rights of Childhood

CIRCA 1918



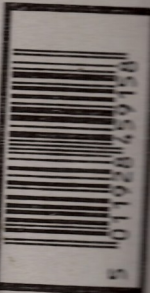
Open the Gates!

Written by Educationists
and Edited by
Headmaster R. Harrison.

Published by the
Rights of
Childhood League

BUELENS & Co., Printers, 456 Queen Street, Auckland.

ELITE 50,5 GREY



1918 EAST

CIRCA - 1918

The Rights of Childhood

It is inevitable, and desirable in the process of things that all Human Movements undergo a frequent revision. In an endeavour to meet the needs of the People Conventions have been held in all lands and programmes of requirements have been issued; new policies have been thus shaped, and History furnishes an abundant supply of evidence of progress having been made after that manner.

There is no trace of any Congress having been held in any land to consider the needs of the Children, other than an idealistic reference to "the **future** men and women," and then, only in the "rush hour" of some Conference dealing with the affairs of the "grown-ups."

In the morning hours of The Twentieth Century despite all the Schemes, Charts and Declarations of "The Rights of Man" and "The Rights of Women" we have witnessed the greatest tragedy ever written into the annals of the Race of Men, Women and Children. So the hour for revision has come. It is true that the Boy and Girl becomes the Man and Woman of the Morrow; True also, that the Man and Woman of to-day was the Boy and Girl of Yesterday, and true that the Boy and Girl is always with us. The hour and the Movement is here. The Movement to write into Human History A Declaration of The Rights of Childhood and secure them for those fair buds of Humanity; to ensure that their future Yesterdays, if we may so say—will be happier and better than ours have ever been—and so be better men and women than we in our day and generation can ever hope to be; therefore the best of all known human movements is **The Rights of Childhood.**

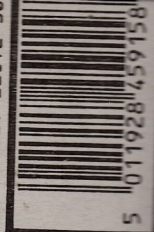
Of all the songs wherever sung
Along life's winding ways,
The sweetest, dearest songs are
those
That tell of Childhood days.
Those days, long past, a glamour
cast
On all we've seen since then;
What would we give could we
but live
Those Childhood days again!
Sweet Childhood days.

Had we but known, had we but
known,
How far the world was wide,
Could we have seen the trackless
way
Across the Great Divide,
Would we've thus grown, had we
but known
The reckless ways of Man?
Could we but be as Nature Free—
Part of some happy plan!
Sweet Freedom's day.

How sweet to see the children play,
And hear their tender Dreams,
The little souls that come and go
Like merry mountain streams.
And shall they go the ways we know,
And see what we have seen?
Come, rise and say yea, even they
Shall be what we'd have been—
Had we but known.

EDWARD HUNTER.

WALLET ELITE 50



45912
45913
45914
45915
45916
45917
45918
45919

ELITE DOCUMENT WALLET

PG

BUFF
BLUE
GREEN
GREY
CHAMBR
PINK
YELLOW

50
50
50
50
50
50
50

The Rights of Childhood League.
(Incorporated)

BOX 925, G.P.O.
AUCKLAND.



Headquarters:
4 Wellesley Chambers,
Wellesley St., Auckland.

Objects.

3. To arouse the Social mind of the People to the fullest sense of responsibility by exposing faults in the present Educational System, and propagating the advantages to be gained from changes by:—

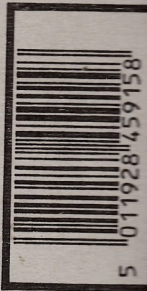
- (a) Public Meetings.
- (b) Newspaper Propaganda.
- (c) To acquire and tabulate information of methods and defects in the Educational System.
- (d) To issue periodically a Journal of information.
- (e) To establish a Department of Research and Investigation in all matters Educational, and to evolve and construct the best possible System of Education.
- (f) To advocate that the care and protection of child-life shall be the first concern and duty of the Social—Parent—The State.
- (g) To defend and advocate the Cause of Childhood; to ensure that the future Man and Woman in the Child shall have the best possible conditions to live and develop under.

THE PROVISIONAL ADMINISTRATIVE COUNCIL.

President: W. Murdoch, Waterside Workers; Vice-Presidents: T. Woodward, J. Thornton, Waterside Workers; Treas.: G. T. Jones, Waterside Workers; Sec.: E. Hunter, Waterside Workers and Fellmongers, Tanners, etc., Industrial Council; J. Derrick, General Labourers; R. Harrison, Headmasters' Association; J. M. Malcolm, Newton Schools Committee; T. Armstrong, W. Kendall, Amalgamated Society Carpenters & Joiners; T. Vivian, Johnson, Auckland West Labour Party Branch; W. McKnight, Fellmongers & Tanners Union; O. McBrine, Waterside Workers; H. Woodroff, Theosophical Society; A. Bracegirdle, Federated Seamen; R. Whitaker, Waterside Workers' Union; A. Procter, J. D. Robertson, International Socialist Club; D. McInness, N.Z. Educational Institute; Giles Pardington, Central Schools Committee.

E. HUNTER, Secretary.

POCKET WALLET ELITE 50,S GRE



15815 EAST

ELITE DOCUMENT WALLET
PG
BUFF
BLUE
GREEN
GREY
ORANGE
PINK
PURP
YELLOW
50
50
50
50
50
50
50
50

Thanks.

To the writers of the Rights of Childhood Propaganda Book and to all those who have co-operated in the work of the League The Administrative Council tenders appreciation and best thanks.

REPRESENTATION.

(at the time of going to the Press 3-7-19.)

EDUCATIONAL INSTITUTES.

The Auckland Headmasters' Association; The Auckland Assistant Masters' Association; New Zealand Educational Institute (Auckland Branch).

SCHOOL COMMITTEES.

Newton; Auckland Central; Labour Party Schools Committee Members; The Primary Schools Committee Association.

SOCIETIES AND CORPORATE BODIES.

Auckland City Council; Onehunga Borough Council; Theosophical Society; The International Socialist Club; Auckland West Labour Party Branch. Auckland Provincial Industrial Association.

TRADES UNIONS.

Waterside Workers; Federated Seamen (Auckland Branch); Amalgamated Society Carpenters & Joiners (Auckland Branch); Fellmongers & Tanners; Carriers, Beamsmen's Industrial Council; Builders General Labourers; Bootmakers Federation (Auckland Branch) and Printers, Machinists & Bookbinders.

The Rights of Childhood League (Incorporated) was duly registered as such on June 27th, 1919.

IMMEDIATE OBJECTIVES.

Playgrounds.—Not less than five acres, with an additional acre for every 100 children over 400.

Floorspace.—20 square feet for each child on the roll.

Size of Rooms.—To contain 600 square feet, furnished with individual desks of modern hygienic pattern.

Buildings.—Accommodation not to exceed 500 children. A central hall; provision for hot noon-lunch; a fair amount of covered playing space for inclement weather.

Staffing.—An adult trained for every 30 children (roll number) or major fraction.

A resident caretaker for every school over 300 roll.

Playgrounds (under caretaker's supervision) to be open at evenings and on holidays.

A remuneration for teachers that shall attract the best type of man and woman to the profession.

Medical and dental examination and treatment (free).

A sufficient number of trained physical-culture instructors to insure all children receiving **adequate expert** physical training.

The abolition of small schools and the concentration of children into suitable centers by proper conveyances.

A syllabus in which the mental, the moral and the physical shall be suitably recognised.

Free School books and utensials.

The lengthy list of subscribers will be published with the Balance Sheet and distributed at Congress.

INTRODUCTION.

For a country justly proud of its advanced legislation, and having probably the greatest per capita earning power in the world, we are sadly behind in progressive education. We have been leaders in legislative progress, but have been content to follow—sometimes far behind—in school matters. No particular of our education system can be held up as a model for the world; in no particular have we progressed beyond mediocrity.

That the people of so wealthy a country begrudge the necessary expenditure for making our public schools ideal, is unthinkable and indeed untrue; for it is beyond question that a plebiscite on the subject would give an overwhelming majority for an expenditure in keeping with our standard of national development.

Why then does Parliament not authorise the required expenditure? The answer must be found in the fact that public opinion has not yet expressed itself in the unmistakable terms that are necessary to compel Parliamentary action. This expression of public opinion has not been heard, because the people of New Zealand are unaware of the serious disabilities under which our school system is labouring; and it is for the purpose of bringing these disabilities prominently before the public mind that the "Rights of Childhood League" has been established, and this booklet compiled.

It is hoped that from the public discussions and conferences, which the League expects will eventuate as the result of its propaganda, two results will evolve—the removal of our present disabilities with the formation of a model school system; and some modification of our Education Act that will encourage a greater public interest in all matters educational.

RUPERT HARRISON.

OVERCROWDING OF SCHOOLS.

By R. H. PATERSON, Headmaster, Nelson Street School.

During the past years the difficulty experienced by parents in gaining admission for their children into schools in their immediate neighbourhood, has directed attention to the insufficiency of the accommodation provided by our Public Schools, and data recently collected, indicate that in the very great majority of schools there exists such serious overcrowding, with its attendant evils, as to form a menace to the physical and mental well-being of our children.

The Education Department allows 10 square feet of floor space per pupil; but this allowance is seldom available. A minimum of 12 square feet is now proposed; but medical officers and authoritative writers on School Hygiene recommend 20 square feet as a more satisfactory provision. Yet in spite of this, cases could be quoted where overcrowding is so appalling that an average of considerably less than 8 square feet per child is provided for the entire roll number of several of our largest schools.

The Tete-a-Tete Tea

"Amber Tips" Tea is the tea to linger over and a second cup is a general request. Its delicious flavour makes instant appeal to the refined palate and proclaims the hostess as a lady of discrimination. Use

Amber Tips Tea

next time you entertain, and "what good tea" will be a unanimous expression.



"Amber
Tips"—
Everybody's
Favourite—

The Tete-a-Tete Tea

"Amber Tips" Tea is the tea to linger over and a second cup is a general request. Its delicious flavour makes instant appeal to the refined palate and proclaims the hostess as a lady of discrimination. Use

Amber Tips Tea

next time you entertain, and "what good tea" will be a unanimous expression.



"Amber
Tips"—
Everybody's
Favourite—

The working conditions of some of our rooms may be faintly imagined from a perusal of the following few typical examples selected from many others:—

Floor Space Accommodation. (10ft. basis.)	Actual No. on Roll.
77 Pupils	114 Pupils
72 „	96 „
69 „	92 „
67 „	91 „
48 „	86 „
60 „	90 „
106 „	133 „

In conjunction with insufficient floor space, there must also be considered defects of lighting and especially of ventilation, one of the most difficult problems of school hygiene. The overheated atmosphere, and air vitiated by noxious gases and volatile organic matter given off by the bodies of the occupants, become positively injurious, and seriously undermine the health of both pupils and teachers. As the efficiency of a school depends largely upon the admission of a sufficient supply of pure air, good results cannot be expected when the brains of children are provided with blood poisoned by respiratory impurities, while the debilitated condition of the whole system renders the children more susceptible to infection by bacteria during periods of epidemic. As intellectual progress assumes a certain contemporaneous physical development, it is obvious that the ideal of a "sound mind in a sound body" cannot be realised while the present conditions prevail.

The compulsory clauses of the Education Act compel children between the ages of 7 and 14 to attend every time the school is open; a reasonable inference to be drawn from this is that ample provision will be made by the State of sufficient and hygienic accommodation; but in practice a progressively increasing number of children of school age is being debarred from admission and their education retarded through an inadequate number of schools.

A direct result of the insufficient accommodation in the Public Schools has already been the establishment of numerous private schools, where the children of parents who can afford the extra financial expense, are taught in a more congenial environment, in smaller classes, in class rooms providing ample space, and in surroundings conducive to better physical and mental progress.

Such conditions should not be the privilege of a few, but should be admitted, and demanded, as the right of all.

To remedy the present intolerable state of affairs and to make proper provision for the efficient education of our children, it is necessary that large and increasing expenditure must be faced in the erection of new schools. In the interests of the children it is the duty of all parents to exert themselves to better the conditions under which their children are at present suffering.

The rising generation is at this period in our history the most valuable heritage of the nation, and it behoves all interested in the reconstruction of the world to make a real and united effort to impress upon our legislators the urgent and vital necessity—in the interests of the physical and mental development of our future citizens—of increased accommodation in our public schools.

The Supreme Right of Childhood

IS

PURE MILK.

Parents !

Assure Yourselves of
a Pure Milk Supply.

Milk is the Most Essential Household Necessity and much depends on its being Pure and Clean. We have all the Modern Means of Ensuring to You a Pure Fresh Supply Daily. If you Ring up Phone 538A we will be pleased to arrange for your supply.

Do It To-day !

Auckland Milk

Main Depot and Office,
Arthur St., Newmarket

COMPANY.

BRANCHES AT :—Lilybank Dairy, Karaka Street, Phone 1445
Dominion Dairy, Dominion Road, Phone A-480.
Rose Road Phone A-615. No. 14 Jervois Road, Phone A581
Hodson Street, Phone A-893.

"THE ROUND PEG IN THE SQUARE HOLE."

BY GEORGE GEORGE,

Director, Seddon Memorial Technical College, Auckland.

In some directions, New Zealand has shown itself a more democratic and progressive nation than almost any other, but in the matter of education this can hardly be said to be true. Practically every branch of education is starved by the Government and it is only lately that our legislators are waking up to the necessity for giving education more liberal treatment. In the Primary Schools our teachers are shockingly paid, the school buildings are obsolete, there being practically no attention to mechanical ventilation and heating, whilst the assembly hall which should be considered an essential to every large school is such a luxury that it is almost unknown. Then again, many of the schools are dreadfully overcrowded and under-staffed. The remedy for all these defects is more money, and still more money. If we wish to make this country thoroughly efficient, we must see that every individual receives the best education possible. By this, I mean, that we must endeavour to see that each citizen is educated so that he or she is a round peg in a round hole, and not a square peg in a round hole. It is surely better for the State that the girl should become a first-class domestic servant than an indifferent clerk; for the boy to become a highly-efficient plumber rather than an incompetent lawyer. At the present time when a boy or a girl obtain a Junior Free Place at the end of the Primary School course, he or she is entitled to free tuition for at least two years at a Secondary School, a Technical High School, a District High School, or at special technical classes in the day or evening. Free tuition, however, does not also mean free text books, free stationery, and boarding allowance. As a result in many cases, children whose parents are in poor circumstances, are unable to allow their children to obtain any higher education in the day time than that obtainable in the primary school. The only thing possible for such children in the way of educational advancement is for them to attend classes in the evening after having been to work during the day. In other words they must obtain higher education at the expense of health and physique. Can the State any longer afford to allow such a condition of affairs to obtain? Is it not a fact that under our present system, many of the brightest boys and girls in the community, simply because they are not the children of well-to-do parents, are through lack of education deprived of rising as high as their natural abilities entitle them, and are condemned through no fault of their own to become square pegs in round holes? The remedy is obvious. The State should see to it that attention is paid to the individual pupil—to find out what he is naturally best fitted for, and his education arranged accordingly. Not only this, but the State should pay for this education and also provide maintenance for the pupil until he is at least sixteen years of age.

**New Zealand Loan &
Mercantile Agency, Co.
Ltd., Auckland.**

Live Stock and General Commission Agents

Wool - Grain - Produce

Houses and Farms for Sale

Agents for Union Assurance Society Ltd.

What do you know about Bread?

Bread is the FOOD you eat most. That is why we
INSIST that you should know how to test Bread Values.

How to test Walter Buchanan's TIP-TOP Bread

1st: Eat it. 2nd: Analyse it.
3rd: Reason it out.

We await your Decision.

Walter Buchanan Ltd.

Phone 2815.

EDEN TERRACE.

FRESH AIR SCHOOLS IN TIMARU AND OTHER PLACES.

By DR. COLQUHOUN.

Among the important questions which are being discussed at the present by all who are interested in national progress and well-being, there is none more important than the teaching of our children. My object in writing now is only to deal with the subject from the point of view of the health of the children and their teachers. I believe that the existing arrangements are gravely and fundamentally wrong—that under them children die who should live, that many are crippled who should be healthy, that epidemic diseases of various kinds are perpetuated and nursed into activity, and that the mental and physical activities of children and teachers are made (at least) 30 per cent. less than they might be. I believe also that the remedy is simple—it is the introduction of what has been called the "Open Air School." I prefer to call it the Fresh Air School. The name open air schools is liable to misconception. It is easy for those who are not conversant with the facts to raise objections, such as "Our climate does not allow of open air teaching," "You cannot fix the attention of children if they are outside a school room," "The children would catch their deaths from cold." It is often assumed that children are to be put out of doors—in paddocks, or on asphalt courts, as is the case for drilling and games, when open air teaching is advocated. This is not the case, and that is why I think "Fresh Air Schools" should be substituted for "Open Air Schools."

A great deal of preparation is needed for such schools. Suitable buildings must be erected. The children must be clothed according to the season of the year and local conditions of weather. Dressing rooms must be provided where wet clothing can be taken off, and if necessary warm dry clothing be put on. Another reason why the term "Fresh Air School" should be adopted is that it emphasises the fact that our schools as at present carried on are too often "foul air schools."

My attention was first forcibly called to this subject at one of the annual congresses for the study of tuberculosis, held in London in 1911. It is a matter of observation that in Europe 75 to 90 per cent. of all children before they reach the age of 10 years are attacked by some form of tuberculosis. Most of them recover; many of them develop fatal forms of tuberculosis later in life, the seeds of which have been sown in childhood. Those who do not succumb have their development and nutrition more or less impaired. We have no exact figures for New Zealand, but if we halve those for Europe the position is grave enough. At the congress one method of dealing with this problem was shown. It was the establishment of an open air school in Regent Park, London, for delicate and tubercular children. This school was held in one of the band rotundas—it was a fresh air rather than an open air school. I spoke to one of the teachers who was in attendance at the congress meetings, and this was her experience: "All the children were healthier at the end of the term. They gained in weight, their colour improved, their appetites improved; at the end of the day they were as bright and lively as at the beginning. They petitioned to have the school continued during the holidays, and their school work was at least 30 per cent. better than the average of the same classes in closed-in schools." I asked her about the health of the teachers. She laughed and said: "Oh, there's no comparison! In the old schools we were poisoned at the end of the day and only wanted to get home and have a cup of tea and lie down. Now we go—for a walk or play tennis, and we are all ever so much stronger than we were."

Since that date 20 or 30 schools have been started on the same lines in and about London in connection with board schools, and several others have been established as private schools for children whose parents can pay for their education.

"The Year Book of Open-air Schools," edited by Dr. Kelynack, who is one of the foremost workers for the suppression of tuberculosis, in London, is filled with details of fresh-air schools established throughout Great Britain. A copy of this book is in the Public Library in Dunedin, and can be consulted by those who are interested. There is already a large literature on the subject, but I would like also to call attention to a valuable paper written by the late Dr. Ogston, Professor of Public Health in Otago University for many years. Dr. Ogston had seen the work of the so-called open-air schools in Germany, and was a strong advocate for the system.

Records of the results of the fresh-air schools are also available from many other countries. I would cite especially America. In Chicago, where the winter temperature may be much below zero, very marked success has been obtained by fresh-air methods. I quote from Dr. Ogston's article mentioned: "Mr. Watt, the principal of the Graham Grammar School at Chicago, writes:—The open-air school makes pupils and teachers well. It makes them strong, intelligent, active, cheerful, capable, and free from headaches and dullness. It saves lives, it saves money, it is practicable in a modified form for all grades. It will save millions in doctors' bills, nursing and funeral expenses. Fresh air doubles the teachers' powers and the results to the pupils."

Perhaps one of the most remarkable things about this subject is the way some of the medical men who record their experiences in the Year Book, assume that those schools are only for delicate children. Surely if there is one lesson to be derived from the established facts it is that what is good for delicate children is good for healthy children to prevent them becoming delicate. Another fact which deserves special prominence is that in fresh-air schools the common infectious complaints are not distributed among the children as in the foul-air schools. In the latter common colds, measles, scarlet fever, whooping cough have only to get a start to run right through a school. The remarkable freedom from such infection was emphasised by the teacher at Regent Park School. There is now, of course, much more fresh-air teaching throughout New Zealand than there was even 10 years ago, but neither education boards nor school committees have taken the matter as seriously in hand as they ought to do. Such classes as are held out of doors are conducted under disadvantages which should not exist. They are merely occasional excursions into unsuitable places, and are abandoned at the first flaw in the weather. The late Mr. Israel, when chairman of the Otago Education Board, promised that he would take steps to get such information as was available about open-air schools; but his lamented death interfered, and so far I know of no steps having been taken by his successors.

Here I would repeat what I have said before on this subject:—"I know of no one measure which I believe would have such a beneficial and far-reaching effect on the health and well-being of the community as the adoption of fresh-air methods in our schools; conversely I know of no other one evil which is so constant in its working and so damaging to the physical, mental, and moral well-being of the race as the overcrowded, foul-air school of the present day." I hope none will regard this as the wail of a pessimist. It is rather the appeal of an optimist who hopes to see a better condition of things for the coming generation.

BALLADS OF THE TRACK:

Lyrics Of Liberty And Love.

By

EDWARD HUNTER.

SOME OPINIONS OF THE PRESS.

Like many of his countrymen Edward Hunter has a lyrical gift: love of song is native to him as it is to that race which blends in its character so much that is stern and forbidding, with the love of poetry and tender sentiment. He has produced a book of verses entitled "Ballads of the Track; Lyrics of Liberty and Love." Some of these have appeared in "The Worker," and they breathe the spirit of passionate revolt, deep loyalty to the workers' cause, and a love for all things beautiful and fair.—"The Maoriland Worker."

A collection of poems, more than democratic in their tendency, where they treat of the workers' rights. In his condemnation of the commercial tone of to-day's world, he is at times too bitter, and his judgments are too sweeping. His lyrical love poems show a more gentle side. His work is at least an endeavour to secure better conditions for his fellow-workers, and he is thus a typical writer of the age.—"New Zealand Herald."

A very readable and stimulating volume of verse. Songs of Liberty are rare these days, which fact should give an added value to this well-turned-out book. The author hails from the land of "Bobbie" Burns. . . . he preaches Burns' gospel in a more modern light, but in a manner just as sincere as the old "singer of sweet songs." . . . Apart from the strong militant note against Authority, the Australian love of the bush and the track is strongly evidenced in his verse. There is a true poetic feeling permeating the volume that arouses in the reader an appreciation of the writer's ideals—which are also the Ideals of Socialism and Humanity. Truly that which he has "learnt in suffering" does he "teach in song."—"The Melbourne Socialist."

A Laureate of Labour. A valuable addition to the Sing Literature of Labour. A Singer to the Cause that never dies. During thirty years of active journalistic life, it has been the esteemed privilege of the present writer to deal with the "firstlings" of many minor bards, but amongst them all we fail to recall any one which at first reading appeared to strike a more confident note than that which rings through every page of "Ballads Of The Track." And ever the note is robust, rebellious and sincere. . . . The Labour movement could not have a more stalwart singer of its hopes and aspirations than Edward Hunter proves himself to be. . . . This is well exemplified in the piece entitled "A Song Of Freedom," a song that like a blast of a trumpet dirls the blood. . . . With the ringing notes of that grand rebel song throbbing in the sympathetic readers' very souls, we must take leave of "Billy Banjo."—"New Zealand Truth."

These are lyrics of liberty and love, written by a workingman to workingmen, and they breathe the passionate fire of freedom from the soul of the author.—"The Commonwealth."

First Edition 2/6, post free. Library Edition 5/-.
Second Edition, illustrated, 3/-. post free. Library Edition 5/6
A. F. McDONNEL, Stationer, 18 and 355, Queen Street, Auckland.

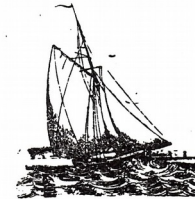
During a recent visit to Timaru I had the good fortune to meet Dr. Eleanor Baker, one of the medical examiners of schools, who has been trying to introduce fresh-air methods of teaching in the wide-spread districts she has to inspect. I had heard of the experimental building erected at Waimataitai, a suburb of Timaru, on her recommendation. When I expressed a wish to see the schoolroom, Dr. Baker agreed to go with me and introduce me to Mr. McCaskill, the head master of the school. At the same time, she said she had been told the experiment was not a success, as the teacher found it inconvenient to hold classes in a room exposed to wind and weather.

Our first question was as to this report. Mr. McCaskill answered very decidedly: "Whoever said that spoke the reverse of the truth." As a matter of fact, the experiment has been a marked success. The pupils are in better health, are more attentive, and less tired by their work than those working under the ordinary conditions. The fresh air school is a rectangular wooden building, closed at one end, the other end having a sliding door, and both sides being supplied with doors which open as required. It can hold 40 or 50 pupils—a small fraction of those attending the school. Compared with the other parts of the school, it is an inexpensive building. The mistress in charge expressed her satisfaction with it, and Mr. McCaskill said: "It is like a breath of Heaven to come here after being in the general school."

I visited the other and older parts of the school. I can only say that the condition there is appalling. It is useless to mince words in speaking of our ordinary schools, if they are as overcrowded and as badly constructed as this. The ordinary standards of hygiene are ignored. There is neither sufficient floor space, or cubic space, or adequate possibilities of ventilation to ensure even the minimum of fresh air required for each pupil and teacher. With the right method and the wrong method side by side, it can only be a matter of time when the wrong methods are discarded. It is a great advance that Dr. Baker has succeeded in establishing one such schoolroom. A pennyworth of practice is worth a pound of theory. I had also the privilege of visiting the Boys' High School at Timaru, where fresh air methods are carried out as far as possible in the class rooms, dormitories, and baths. Mr. Thomas, the head master, has a special fresh air schoolroom for younger boys. He and the teacher of these boys (Miss Aimers) expressed their complete satisfaction with the results. Miss Aimers said they had carried on during last winter and spring without any cases of illness. She found the pupils alert, active, and interested in their work. Teaching was easier than in the closed schools for both pupils and teacher. I have the permission of Mr. Thomas and Miss Aimers to say that they are altogether in favour of the fresh air school. Mr. Thomas expressed the opinion that the schools of the future should consist of a series of inexpensive buildings freely open to air and sunlight. It is worth noting that during the late epidemic of influenza no cases occurred in the Timaru Boys' High School. At Timaru Hospital Dr. Talbot asked me to see a small class for children which he had succeeded in establishing there. These children were suffering from various ailments, which interfered with their education. Miss Little, a retired school board teacher, was in charge. She teaches the children on a verandah open to sun and air, and, so far as a small experiment goes, the result is quite satisfactory. The children are interested, learn quickly, and as far as the teacher is concerned Miss Little said that her own health kept good, but that she could not have done the work at all in a closed school.

J. J. CRAIG, Ltd.

Carriers, Coal Merchants, etc.



WE SUPPLY

HOUSEHOLD COAL

STEAM COAL

COKE

SMITHY COAL

BRICKS

LIME

CEMENT

always on hand

TITREE FIREWOOD FOR SALE

What better Fire could you wish for on
a cold night than a good blazing log.

We make a speciality of Furniture Removal.
We have large covered Vans and Experienced and
Careful Men.

Head Office :

CRAIG BUILDINGS, QUEEN STREET

Branches at Newmarket and Mt. Eden

While the claims of these schools rest mainly on their practical success, a word may be added as to the theoretical reasons for that success. There are constantly being thrown off from the skin and lungs of all human beings, minute particles of waste matter. This waste matter is in a concentrated form one of the most deadly poisons known to us. In a diluted form it is more or less harmful, according to its dilution. It prepares the way for the action of infectious germs, and the air of all crowded rooms nearly always contains such germs. This poison is, however, quickly destroyed by exposure to the atmosphere and to sunlight. It is especially harmful to young children, retarding growth and development and lessening the natural resistance of the body to infections.

As the State has assumed quasi-paternal functions with regard to all children, it is the duty of education authorities to see that the conditions under which their education is carried on should be the best possible.

I am anxious not to blame or find fault with those public workers who have done and are doing so much for education. If there are wrong methods being pursued, let us try to amend them. We have all some share in the faults of the past. I do not ask our Education board to take my word, or the word of any man, as being final and decisive on this subject. What can be fairly said is this: The advocates of the fresh air school claim that here is a method which—

- (1) Increases the efficiency of teachers and pupils in purely scholastic work 30 to 50 per cent.
- (2) Improves the health of both to the same extent.
- (3) Is comparatively inexpensive, and can be applied almost at once to relieve the intolerable overcrowding of many of our schools.
- (4) Prevents the development and spread of infectious diseases, such as Common Colds, Bronchitis, Tuberculosis, Whooping Cough, Diphtheria and the Eruptive Fevers.

The question can fortunately be taken out of the realms of discussion by adopting the experimental method. I have suggested to the Otago Education Board, and the suggestion applies to all School Boards, that wherever it is possible a school room on the Timaru plan should be built; a number of pupils should be taught in it for a period of three or six months; their weight, height and scholastic status should be carefully noted at the beginning and end of that period. Similar observations should be made on the same number of pupils taught in an indoor school and the results should then be compared. The experiment has been made in various parts of the world and has always been overwhelmingly in favour of the Fresh Air Scholars, but probably each part of the Dominion would be better to judge by its own experience.

Recognising the existing prejudices against Fresh Air in the minds of many parents and teachers, pupils and teachers should be volunteers.

Education Boards and School Boards may hinder this reform but they cannot in my opinion prevent its ultimate adoption, and it is to be hoped that among those actively engaged in the work of management of public education many may be found to support this proposal from practical enquiry into Fresh Air Methods in our schools.

While the claims of these schools rest mainly on their practical success, a word may be added as to the theoretical reasons for that success. There are constantly being thrown off from the skin and lungs of all human beings, minute particles of waste matter. This waste matter is in a concentrated form one of the most deadly poisons known to us. In a diluted form it is more or less harmful, according to its dilution. It prepares the way for the action of infectious germs, and the air of all crowded rooms nearly always contains such germs. This poison is, however, quickly destroyed by exposure to the atmosphere and to sunlight. It is especially harmful to young children, retarding growth and development and lessening the natural resistance of the body to infections.

As the State has assumed quasi-paternal functions with regard to all children, it is the duty of education authorities to see that the conditions under which their education is carried on should be the best possible.

I am anxious not to blame or find fault with those public workers who have done and are doing so much for education. If there are wrong methods being pursued, let us try to amend them. We have all some share in the faults of the past. I do not ask our Education board to take my word, or the word of any man, as being final and decisive on this subject. What can be fairly said is this: The advocates of the fresh air school claim that here is a method which—

- (1) Increases the efficiency of teachers and pupils in purely scholastic work 30 to 50 per cent.
- (2) Improves the health of both to the same extent.
- (3) Is comparatively inexpensive, and can be applied almost at once to relieve the intolerable overcrowding of many of our schools.
- (4) Prevents the development and spread of infectious diseases, such as Common Colds, Bronchitis, Tuberculosis, Whooping Cough, Diphtheria and the Eruptive Fevers.

The question can fortunately be taken out of the realms of discussion by adopting the experimental method. I have suggested to the Otago Education Board, and the suggestion applies to all School Boards, that wherever it is possible a school room on the Timaru plan should be built; a number of pupils should be taught in it for a period of three or six months; their weight, height and scholastic status should be carefully noted at the beginning and end of that period. Similar observations should be made on the same number of pupils taught in an indoor school and the results should then be compared. The experiment has been made in various parts of the world and has always been overwhelmingly in favour of the Fresh Air Scholars, but probably each part of the Dominion would be better to judge by its own experience.

Recognising the existing prejudices against Fresh Air in the minds of many parents and teachers, pupils and teachers should be volunteers.

Education Boards and School Boards may hinder this reform but they cannot in my opinion prevent its ultimate adoption, and it is to be hoped that among those actively engaged in the work of management of public education many may be found to support this proposal from practical enquiry into Fresh Air Methods in our schools.

BOOKS BY ROBIN BLOCHAIRN.

"SINGIN' TO THE WEANS."

Cloth Boards 3/6, Large Paper Edition 6/-.
111

Exceptionally good.—Melbourne "Scot Abroad."

Songs of much charm written in broad Scots.—London "Times."

As works of art, of the hearth and home, they deserve to rank high in domestic poetic literature.—Glasgow "Evening Times."

One wishes one could impress one's readers with their wonderful expressiveness.—Rev. Charles A. Hall, in the "New Church Monthly."

The strong human qualities of these songs are made out of the incidents and feelings of humble life. They are the product of a genuinely poetic temperament.—"The Publishers' Circular."

"Had I But Ken't," should be committed to memory by every parent, ay, by every teacher. . . . The last, "An Aifter Lilt," gives in kindly Scots, and with a winning artlessness that outreaches art, the thought of all father and mothers.—"Glasgow Herald."

There are many bright songs that a mother might sing as she dandles her child in her arms, and there are others that speak of the shadow, that, more or less, darkens every door. . . . But altogether the note of the book is cheerful, and even the saddest strains are not lacking in the music of hope that strengthens and comforts the heart. We end this notice by saying that this is a beautiful little volume both outside and in.—London "Daily Express."

"A PLOUGHMAN'S DREAM."

Stiff Paper 1/-. Cloth 2/-.
112

A fine original poem in praise of Burns from the pen of Robin Blochairn, a well-known Wellington journalist, who has won deserved praise for his poems of domestic life and childhood.—"New Zealand Times."

"THE FIRESIDE CLIME."

Cloth Boards 3/6, Large Paper Edition 6/-.
113

Mr. Blochairn can rest assured that fit audience he will find, writing as he does mainly in the braid auld Scotch tongue, in the handling of which he has few, if any, masters to-day. He uses it with the care and taste of an artist.—"New Zealand Times."

(Also In The Press.)

"HELL'S HEIR, AND OTHER RADICAL RHYMES FOR THE TIMES."

"The Lan' Is A' The Markis's" is as good as anything in the same spirit in Burns.—Alexander Gardner, the famous Scots Publisher.

SCHOOL PLAYGROUNDS.

By A. C. HALL, Headmaster, Otahuhu School.

Every worthy educational system aims at the attainment by the pupils of "a sound mind in a sound body." Our New Zealand education authorities, with a view to securing the sound body, have gone to great lengths in organising a system of medical inspection in our Schools. This is praiseworthy, and yet, are the authorities acting along the best lines? I think that in the case of many of our town schools they are not. There is an old proverb that "prevention is better than cure," and I believe that our pupils would have escaped many of the ailments from which the medical staff report them to be suffering had they been able to build up their bodies and store up a reserve of strength by a free indulgence in games and athletic sports.

The Education Department has introduced a system of physical exercises in which organised games are to play a prominent part. This is a step in the right direction, but what is the use of recommending these games when there is no playing-space in which to carry them out. In some of our city playgrounds children hardly dare run for fear of colliding with others and suffering a heavy fall on the cruelly-hard asphalt.

Then there is another vitally important aspect of the matter. Every teacher knows that it is in the playground that he is able to "size up" his pupils and gain that insight into the nature of each, so necessary to acquire if he is to build character and make good citizens of his charges. There he is able to discover whether any are selfish individuals, what boys have a tendency towards roughness or bullying, what boys are equipped with nervous systems unfitting them for the rougher experiences of life—in fine, he is able during the progress of games, to find out what material he has to work upon. Now I contend that the most important duty of the teacher should be the moulding of character, and the making of good citizens. That being so, his first duty is to study each boy's characteristic traits. This can be done much more accurately in the ground, at games, than in the classroom. The work of moulding can be carried out largely in class. Here the ordinary school subjects, notably history, civics and moral instruction, afford excellent opportunities for the theoretical treatment which each individual needs. But what is the use of theory without adequate opportunities for practice. The selfish boy might make up his mind to "play the game" in a more sportsmanlike manner; the bully might see the error of his ways; the nervous lad might determine to steel himself more firmly for the fray. But half the value of these resolves is lost unless we give the boys the opportunity of endeavouring, in the presence and with the moral support of the teacher, to put their resolves into practice.

I have endeavoured to show that from the standpoints of health and of character, quite apart from that of learning—if it be possible to separate them—we are doing our pupils individually and the State generally a grave injustice in denying the children the means of indulging in healthful, happy play.

Our local Education Board does its best, but it is hemmed in by Departmental regulations. The Education Department is now doing its best to bring about better conditions, but it cannot get the necessary money from Parliament. Who then is to blame? It is you, and

ALFRED BUCKLAND & SONS, LTD.
AUCTIONEERS and COMMISSION'S AGENTS.

AUCKLAND.

THE HAYMARKET,
ALBERT STREET.



J. BUELENS
& CO.

The Home of Original, Good Printing
Artistic and Commercial

456 Queen St., Auckland

you only, parents of our pupils, who can remove this crying injustice to the children. If you exact from every member of Parliament a pledge that he will insist upon the immediate provision of ample suitable playing spaces for our Schools, you will be doing a glorious work for the future well-being of your own off-spring and of this our well-loved Homeland.

Will you do your share?

UNDERSTAFFING OF SCHOOLS.

By GEORGE WILSON, Headmaster, Stanley Bay School.

It is obvious that the strength of the school staff must be a vital factor in determining the efficiency of any school. While teachers are required to instruct practically unaided from sixty to eighty pupils, or perhaps even a larger class, results in education must fall below our ideals of efficiency.

Parliamentary records show that 41 per cent. of the children in New Zealand schools do not reach the sixth standard. At the end of 1917 there were 24,286 pupils in Standard I., while the numbers in Standard VI. were 12,152, or approximately half the number in Standard I. The law compels children to attend till they are fourteen years of age, and the average attendance in New Zealand schools reaches 90 per cent. These facts indicate either, that a large percentage of our children are mentally incapable of the work of Standard VI. at fourteen years of age, or that our schools are relatively inefficient.

Teachers work with energy and skill; but it is impossible to give the degree of individual attention necessary, and too often the child becomes apathetic and discouraged. Thirty pupils is the maximum which a teacher should be required to instruct, if each child is to be treated as an individual varying from his fellows in mental power. The teacher of a large class is forced to treat all children alike; to require the same amount of work, rather than the same degree of effort. He must fail to discover the line of power possessed by many children who are ranked as dull; they do not excel in arithmetic or composition, and therefore stand condemned throughout the whole realm of mental activities, while the discovery of some taste or aptitude would lead to true mental and moral progress.

While classes remain so large as at present, discipline must be military in character. This does not necessarily mean that order must be maintained by severity of punishment; but the child must be one of many units ruled, swayed and directed by the will of the teacher. There is too little room to cultivate self-direction and self-control; the foundations of true discipline in a well-ordered life.

Another ill-effect of the large class is the undue strain placed upon the teacher. Teachers are exhorted to be "Argus eyed," to let nothing escape their vision. This in itself demands incessant mental activity; add to this the sense of responsibility for the sixty or more minds that are working to assimilate the ideas of the lesson, and the sixty wayward wills that are being restrained, and the reason for the frequent breakdown of teachers becomes apparent.

A teacher can teach many; he can educate but few, therefore until classes are reduced to a maximum of 30 per adult teacher it is impossible to have efficient education in our schools.

The Ideal Home.

EVERY DAY music is becoming more essential to a Child's EDUCATION, pleasure and happiness; not only does it enable the child as it grows to bring joy to the family circle, but it DEVELOPES within them all the good virtues which are, alas, to often **never** revealed. Music is acknowledged to be "HEAVENS GIFT TO MAN." You, therefore cannot have an IDEAL HOME without a piano.



WE Claim to be the CHEAPEST FIRM in the Dominion
Always have in Stock IDEAL Pianos by some of
THE WORLDS BEST MAKERS.

All Prices that are within reach of all.

IF you HAVE a piano we will EXCHANGE
it for a BETTER one, and treat you LIBERALLY

—or—

WILL Repair, Modernise, Polish, Restring **IT**
Refelt, Rebush, Regulate, Tone & Tune
AT LOW COST. ALL WORK GUARANTEED.

THE
Auckland Piano Agency
291 QUEEN STREET, AUCKLAND

NOTE None but BRITISH connected with this FIRM
ONLY skilled BRITISH workmen employed,
and BRITISH material used.

Phone 4078.

Box 1029.

The Ideal School.

By RUPERT HARRISON, Headmaster, Belmont School.

Owing to the quickening interest that matters educational are receiving throughout the world and which is being reflected in New Zealand, there seems every probability of some readjustment of our school system.

In every rebuilding it is well to have an ideal, for ideals though seldom reached in their entirety, are guides and beacons to those struggling to right a wrong or to rectify an injustice. If we base our ideal on the "Rights of Childhood"—health, happiness, and education—we shall have a basis upon which all educational reforms may be founded.

Our ideal school will be a beautiful building that the child can be happy in attending; that will please instead of offending his eyes as he approaches it in the morning; that will be a source of pride to the district in which it is situated: A "Fresh Air School" so far as window space and window plan are concerned—where the air will be as pure and fresh as in the "great outdoors," where health is encouraged; where attendance at school is not a test of resistant vitality but a continuance of natural health conditions.

Not a large building (a maximum roll number of 400 to 500)—set in an open space (a park preferably), where play will be part of education, where happiness will be the natural result of environment, an open space large enough for all to play in—well kept grass area, flowers and trees, the things that delight the æsthetic eye and train the taste for the beautiful and orderly; a playground under proper supervision and open at all times so that children at evening time and on holidays will not need to play in the streets.

It is not natural for children to be under constant constraint and restraint—to be one of a herd—and everything must be done to make school conditions as educational (in its broadest sense) as possible and at the same time as happy as possible. The rooms should be pleasant, homelike, and attractive—good pictures, flowers and pot plants, pretty wall tints.

And floor space, how much? That will bring us to the question of teaching versus education—if schools are for education the desks must be individual. A child has the right to a separate school home—his own for the time being, a desk in the caring for which he may display his individuality. Health demands that a child should not be in continued close proximity to some other child; education demands that he be not interfered with in his work or in his care for his

Open the Gates of Health and Progress for my Children



NOW WHAT COULD BE BETTER

The question is how to do it unless you have the wherewithal? It is apparent to my people that advice alone, which is one of the cheapest commodities on the market will not open gates with rusted hinges and locks, so you have the essential hint.

CHAMPION knows that success or disaster in life is due in most instances to early environment, which moulds the mind and character, and his object is to give his children an equal start in life by healthy and moral surroundings. The first essential is ample recreation grounds for both sexes, and assistance in home life for our young Empire builders, with prospective graded O.B.E.'s.

Regarding their food supply he strongly recommends his MUSCLE RAISER FLOUR topped off with STANDARD OATMEAL ROLLED OATS and GRUELMEAL.

You will admit he is most unselfish in his suggestions.

I have spoken



V, AUCKLAND.

OBNOXIOUS GERMS

lodge in the mucous membrane of the mouth, throat and nose—where they grow and multiply—and set up inflammatory conditions, which manifest themselves in Sore Throats, Hoarseness, Fullness in the Eyes, Pains and Stuffiness in the Head—and which if not checked may lead to serious complications, such as Influenza, Nasal Catarrh, etc., etc.

“NAZOL”

Is a Scientifically Perfect Germicide.

It is simple and effectual in use.

It should be used daily.

It retards the growth of obnoxious germs in the mouth, throat and nose.

It creates a healthy condition of the mucous membranes.

It purifies and cleanses the air passages.

Its constant use is the greatest safeguard against infection.

Sold Everywhere—1/6 per bottle.

BUELLS & CO., Printers, 456 Queen Street, Auckland.

Babys Outfit Parcels.

Special
60/-

No. 1
70/-

No. 2
80/-

Complete in
each important
Detail.

It's a
Long
Time

It is a long time
since R., Ltd.,
despatched the
first Baby Outfit
—25 years ago;
and since then
we have sent
thousands to satisfied
mothers throughout New
Zealand.

Each outfit contains all
that is first necessary for
baby's comfort and
health. Every article is
the best of its kind. For
the small price we ask;
no better value is possible,
and each Outfit can be
purchased with the definite
understanding that
we will refund your money
unless absolute satisfaction
is obtained.

The three Outfits are
exactly the same as
supplied during past
years, no alteration of
the high standard has
crept in, despite the
difficulties of increased
cost.

Outfitters by
Appointment to
His Majesty the Baby

Rendells Ltd. Karangahape
Road.

